

Eat Smart Be Smart

Checkin'

it out—what's on
the Label

 **Grade Level:** Fifth **Lesson Time:** 50 Minutes

 **Integrated Subject Areas:** Math and Health Enhancement

 **Montana Content Standard:** Math 2: Students demonstrate understanding of and an ability to use numbers and operations. Math 5: Students demonstrate understanding of measurable attributes and an ability to use measurement processes.

 **Montana Content Standard:** Health Enhancement 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health. Health Enhancement 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.

 **Objectives:** Students will identify foods in the dairy group; evaluate and compare fat and calcium content of beverages using the Nutrition Fact Label; and analyze a beverage label to determine if it is a good reference for the key nutrients.

Lesson/Activity

1. Remind the students that consuming dairy foods is very important to build and maintain good bone health especially at their age. Ask the students if they know how many servings they need from the dairy group each day (3-4). Dairy requirements increase to 3 to 4 servings per day during the teenage years to meet calcium and vitamin D recommendations. If there are children that have milk allergies or intolerances, discuss other food sources of calcium and/or the calcium supplements that are available.
2. Review with the students the serving size for popular dairy foods. A serving for milk or yogurt is 1 cup, natural cheeses are 1 1/2 ounces, and cottage cheese is 1/2 cup.
3. Distribute the What's on the Label? Work sheet to the students. Point out that this shows different milk choices within the dairy group.
4. Ask the students to tell you what the Nutrition Facts label lists about foods or drinks? Answers may include the nutritional value; if it is a good source of nutrients, calorie or energy level.
5. This lesson will concentrate on exploring the label and looking at serving size, servings per container, calories, total fat, and calcium. Using fat-free milk as your example, ask the students for the answers to the following questions. The answers are in parentheses following the questions.
 - What is the serving size or amount for one serving? (1 cup)
 - How many servings are there per container? (8)
 - How many calories does one serving have - what amount of energy does it provide? (90)
 - How much total fat does one serving contain? (0)
 - What percentage of calcium does one serving provide? (30%) Is milk a good source of calcium? A good source of a nutrient has 20 percent or higher in each serving. (Yes)
6. Review other foods and compare their calcium content to fat-free milk. Note the serving size.

Materials Needed:

- A copy of the following work sheets for each student: What's on the Label?, What's the Score?, Think Your Drink! (Nutrition Facts) and Think Your Drink! (List of Beverage Labels)
- Teacher Reference: Best Beverage Bets (Eat to be Fit) Handout
- Visuals: the day before you conduct the lesson, either bring in five different beverages (milk, orange juice, tomato juice, energy drink, sports drink, regular soda pop); or have students bring in a beverage (with the Nutrition Facts Label)

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7. Distribute the What's the Score and the Think Your Drink work sheets to the students. Have them work in pairs or groups to complete the work sheets and then discuss their answers as a class. Point out that each serving of milk can provide almost one-third of their calcium requirement for the day but the type of milk will determine the amount of fat consumed. Point out that ice cream may be a "sometimes" or "whoa" food for a source of calcium due to the fat content in comparison to fat-free or 1% milk.
8. In filling out the Think Your Drink work sheet, make sure the drink comparison is based on the same serving size to make it easier to see which has the most calcium for its calories. On Step 2 of the work sheet, the students will graph the percent Daily Value (% DV) for the beverage. It provides an idea on the nutritional contributions for this item (based on 2,000 calorie intake). After the students have completed the work sheet, have them share their results in Step 3.
9. Distribute the Think Your Drink handout to compare common beverages and to discuss drink choices and why they are important. Discuss why drinks that provide little nutrition for the calories (pop, fruit drinks that are not 100% juice, sports or energy drinks) are referred to as "empty calories." These types of drinks are a sometime or "whoa" food and should not be consumed each day.
10. Ask the students to share with the class or write a paragraph in their health journal summarizing what they learned today about the choice of beverages they need to make for good health. Encourage them to set a goal of consuming 3-4 servings of dairy each day to be on their way to great bone health! Have them address a realistic goal for limiting "sometimes" or "whoa" drinks and action steps they can take to achieve both goals.
11. Depending on the typical beverages your students are consuming, you may also want to bring in a popular coffee drink. The Nutrition Facts information for coffee drinks can be found on the Starbucks Web site: http://www.starbucks.com/retail/nutrition_info.asp. These drinks are high in caffeine and sugar and are not recommended for children.

Outcome Goals

-  Students will be able to read and understand the Nutrition Facts Label, analyze and compare nutritional value of beverages, and understand the importance of making healthy beverage choices to optimize calcium intake for good bone health.

Extending the Lesson

-  For optimal bone health, weight-bearing physical activity is very important for children and adults. Examples of weight-bearing activities are running, walking, tennis, soccer and basketball. The recommendation for children is 60 minutes of physical activity per day. Have the students keep track of the actual minutes of physical activity for one or two days; one weekday and one weekend day. Online tracking forms can be obtained from www.presidentschallenge.org/home_kids.aspx or an Activity Calendar at http://www.bam.gov/sub_physicalactivity/cal_index.asp. Have a classroom discussion on the children's results, and graph the results. Help the students determine low-cost, easy ways to reach the 60-minute goal each day.

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